DOCUMENT RESUME

ED 352 660 CS 213 619

TITLE	Scholastic Journalism Week, February 21-27, 1993. Celebrating 200 Years, Freedom of the Press.
INSTITUTION	Journalism Education Association.
PUB DATE	93
NOTE	13p.
PUB TYPE	Collected Works - General (020) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Historical Materials (060)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Class Activities; *Freedom of Speech; High Schools; High School Students; *Journalism Education; *Journalism History; School Publications
IDENTIFIERS	Bill of Rights; *Scholastic Journalism

ABSTRACT

Designed to raise community consciousness regarding the benefits of scholastic journalism, this collection of material offers suggestions for celebrating Scholastic Journalism Week. The collection provides: a list of the benefits of high school publications; brief suggestions for 11 school activities; brief descriptions of 10 classroom activities; and a mock colonial newspaper including several short articles outlining the history of American journalism. (SR)

Scholastic Journalism Week February 21–27, 1993

Celebrating 200 years

Freedom of the Press

***sponsored by the* Journalism Education Association**

Scholastic Journalism Week February 21-27, 1993

from the Journalism Education Association

Benefits of High School Publications

The value that high school journalism programs offer was underscored in 1988 by a Newspaper in Education coordinator in Allentown, PA, who published a list of 30 points to be considered when administrators question the value of school publications.

The list included:

- a student newspaper improves communication among all groups in a school.
- it gives both students and faculty a knowledge and understanding of school issues not otherwise available.
- it gives this same understanding to parents who read copies taken home.
- it conveys an image of the school to the community (however, a school newspaper is not intended to be a public relations piece any more than a community newspaper should be).
- it helps to silence rumors that often arise in the absence of information.
- it interprets school rules and regulations and provides feedback on student reactions.
- it provides a check on student government, an essential for any democratic government.
- it helps maintain order by reporting violations of school rules.
- it facilitates the educational process through stories on academic subjects and courses.
- it encourages study by giving recognition to students who make honor rolls or win scholarships.
- students who earn staff positions may improve various skills.
- it helps to inculcate in students an important reading habit which may continue after graduation.
- its forum of editorials, letters and signed columns encourages the resolving of issues by reasoned debate.
- it provides an outlet for student writing that primarily emphasizes service to readers rather than self-expression.
- the goal of impartiality in news provides students with lessons in fairness and accuracy.
- the ethical imperatives that facts be distinguished from opinions helps students understand the meaning and importance of objectivity.

• staffers who do interviews gain experience in dealing with people.

• writing for the press gives staff members practice in taking accurate notes and in using reference materials.

reporting experience helps students to recognize the difficulty of finding firm facts in a maze of statistics, propaganda and conflicting opinions.

• editorial writing provides practice in weighing evidence and reaching conclusions based on sound reasoning and facts.

• feature writing gives practice in imaginative treatment of facts to appeal to human interest.

• copy editing develops critical ability and a quality of selfless service in improving the work of other staff members.

• production of a school newspaper provides valuable experience in teamwork.

• experience in meeting deadlines helps form effective work habits.

• a student staff gains experience in equating freedom with responsibility.

• experience on the staff makes students better critics of the public press.

• advertisements in the school press enable merchants to reach the student market specifically.

• these ads aid students in making purchases to their own advantage.

• business staff members gain practical experience in selling ads and soliciting subscriptions.

• the newspaper aids all other student activities through stories about activities that stimulate student attendance and participation.

—from the *SNPA Bulletin* of the Southern Newspaper Publishers Association

Scholastic Journalism Week February 21–27, 1993

from the Journalism Education Association

Suggested Activities for Scholastic Journalism Week

The Journalism Education Association has scheduled February 21–27, 1993 as Scholastic Journalism Week. How you help to promote this Week is entirely up to you. It is hoped that your involvement and that of your students will serve to raise community consciousness regarding the benefits of scholastic journalism. Your students will learn both from their promotion and their celebration of an event holding major significance for them.

The following suggestions are intended to give you some ideas from which to start. For several of these ideas to be fully successful, you will need to establish good liaison with community leaders and local media people well in advance.

1. Career Faire. Invite guest speakers from all areas of the media to show the wide variety of career possibilities open to students interested in journalism. Work closely with other journalism instructors and the local newspaper, magazine, and broadcast media to coordinate a city- or area-wide event. Include news, sports, feature and editorial writers, photographers, broadcasters, and TV personalities, as well as representatives of the numerous support personnel who often work behind the scenes, such as press operators, sound and camera technicians, and administrators. Plan to make this event one that the entire student body can participate in.

2. Internships. Arrange for some of the journalism students to "shadow" a pro for a day. Try to match each student with someone working in the field of his or her special interest, possibly following a reporter, broadcaster, photographer, etc. through a typical day.

3. Meet the Press. Try to arrange tours of the local newspaper, radio and TV stations in your city. Perhaps they would schedule special tours for your students in addition to some sort of Open House for the general public during this Week.

4. Displays. As part of a school-wide consciousness-raising effort, there are several ways in which you can educate the student body:

A. Set up examples of old yearbooks and newspapers from your school, perhaps showing a historical progression up to the present time. This might also include old typewriters, cameras, lead slug type, and gravure photos, coupled with contemporary DeskTop Publishing methods (ask your computer store for brochures and other materials to help with the visual display).

B. Set up an automatic continuous slide show explaining how a yearbook is printed and how a newspaper is printed.

C. Do a special issue of the newspaper, including some history of journalism and information on the Hazelwood case.

D. Have an Open House in the Journalism Room, where interested parents and community members can come and watch students actually putting the newspaper and yearbook together. Couple this with a special sales campaign for yearbooks.

5. Contests. Working with the local media people, conduct a writing and photo contest in your area. Give cash awards for the best local news story, human interest feature, sports story, and photos. Better yet, arrange for the winning work to be published during Scholastic Journalism Week.

6. Education. Obtain a copy of the video *The Story of the Free Press*, which was one episode in the series "Remember When..." prepared for HBO and shown in the spring of 1991. Arrange for it to be shown on your local cable or educational channel during the week. You might also want to use it in your journalism classroom.

7. Bill of Rights. Staff members could re-phrase some of the freedoms guaranteed in the Bill of Rights, and take a poll of the school. How many think students should have these freedoms? The staff could discuss the results of their survey, and their own understanding of these rights, focusing especially on the First Amendment's guarantee of freedom of speech. Some students may want to do a little research into legal interpretations over the past 200 years.

8. T-Shirts, Buttons, Posters advocating student press rights. If these are well done, they will sell to the general student body. Your students can use the month prior to Scholastic Journalism Week to design and prepare them.

9. Public Relations Information. Notify the local media at least two to three weeks in advance by sending press releases stating the activities you have planned for Scholastic Journalism Week. This could include public service spot announcements on the local radio and TV stations. You could put signs—or even a display—in local businesses, promoting Scholastic Journalism Week. Have bulletin or PA announcements at school. Provide an interesting tidbit ("news byte") about journalism each day.

10. Involve Your Staff in helping plan and execute their own promotions. Most students are familiar with using the brainstorming process to tackle major projects. If the concept of promoting Scholastic Journalism Week is presented to them as an important activity, they will probably come up with their own exciting ways to bring Scholastic Journalism Week to the attention of their student bodies and communities.

11. Long-Term Goals. Begin working with the local media for more direct inclusion of student journalist material. In a few communities the professional press has already taken this step, frequently offering an entire page or two once a week to students who meet certain standards (often involving reporting/writing skills and ability to meet deadlines). A few radio stations have also moved in this direction. Seek out sympathetic community leaders who can help you develop public support for greater student involvement.

Scholastic Journalism Week February 21–27, 1993

from the Journalism Education Association

Suggested Classroom Activities

The Journalism Education Association has scheduled February 21–27, 1993 as Scholastic Journalism Week. How you help to promote this Week is entirely up to you. It is hoped that through your classroom activities, your students will view this Week as an event holding major significance for them.

The following suggestions are intended to give you some ideas from which to start. Please feel free to use and/or modify any of them to fit your needs.

1. Benjamin Franklin. Probably the best known of the colonial "printers," Franklin is easy for younger students to study and his writing style is easy to emulate. They might try writing a Silence Dogood type of article or prepare their own *Poor Richard's Almanac.* They might speculate on what it must have been like to be the postmaster of all the colonies, and how this related to journalism at the time.

2. Sam Adams. Students might discuss what it means to be a "radical" and whether they feel the use of propaganda is justifiable. They might read through some Revolutionary War-era writing for examples of emotional/inflammatory/propagandistic writing and identify the words and phrases which they feel would have been controversial.

3. Peter Zenger. Students might discuss the concept of libel *vs.* truth and why the Zenger trial and its outcome are important today. They should read through a detailed account of the trial, especially Andrew Hamilton's defense.

4. News *vs.* Views. Students might discuss the difference between fact and opinion, and between objectivity and biased coverage. They should compare various major newspapers of the Nineteenth Century in an effort to understand the differences in coverage among them. They might also compare current papers to see how they differ in "selectively" reporting political issues.

5. Yellow Journalism. Students should examine the history of the Pulitzer and Hearst newspapers, centering on the period from 1895 to 1905, in an effort to understand this phenomenon. They should discuss the questions: How "selective" can a reporter be in using the facts of a case? How sensational can a human interest story be without becoming yellow journalism? Why was this period of journalism important to the development of the "Muck-Raking" of famous authors from 1906 to 1915? (They should be familiar with *The Jungle* by Upton Sinclair.)

6. Emotionalism. Students might examine Sam Adams' *Journal of Occurrences* along with the Penny Press of the 1830s, Yellow Journalism of the 1890s, Jazz Journalism of the 1920s and 30s, and some of the "super-market tabloids" of today. What similarities do they see in the interests of people who support this kind of writing? Will the "enquiring minds" of the 1990s be "educated" to "better" literature in the future as were those of the earlier periods?

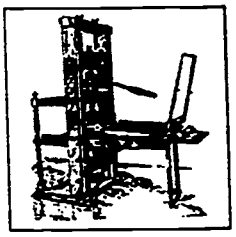
7. Coverage Comparison. Students might compare coverage of the Civil War with that of Vietnam and Desert Storm. Emphasis could be placed on photography or reporting, or both. Show them some of Brady's Civil War photos, and then some of the most memorable from the two more recent wars. Ask them to speculate on why the public refused to accept Brady's photographs. In what ways were some of the photos of Vietnam instru-mental in turning public opinion against US involvement? Why was Desert Storm, when everyone in the US was glued to the TV screen for three days, so different—or was it? How has reporting changed in the last 100± years? Where do the reporters get most of their information? Why are war reporters called "correspondents"?

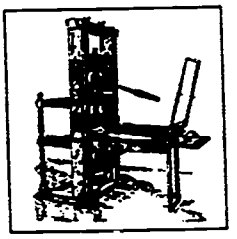
8. Women in Journalism. Students might trace the course of women's involvement in journalism from colonial days to the present time, using the Anne Catharine Green story as a basis (there were 17 known colonial women printers!). As with other aspects of journalism, women's involvement appears to have been somewhat cyclical. What might some of the reasons for this be? Is there really such a thing as a "women's press"?

9. Photo/Illustration. This field has many aspects for investigation, from woodcuts to zinc etchings to photo-engraving. Students might follow the transition from merely enhancing or illustrating the text to selecting an action-filled photograph which carries a message equally as powerful as that of a headline. A different approach might have students researching the influence on the profession which has been brought about by the heavy emphasis on photos by the Jazz Journalism tabloids.

10. Student Press Rights. Students should examine the First Amendment and the Hazelwood case. They should look for ways in which student rights differ from those of the public press, as well as ways in which they are the same. How can student publications remain independent of the school administration's desire for PR material, or should that be the purpose of student journalism?

Scholastic Journalism Gazette





published by the Journalism Education Association

February 21, 1993 **The History of American Journalism** **Vol. III**

American Newspapers Encourage Colonists Against British Rule

(1776)— At the start of this century, citizens of these colonies relied on town criers and British-run newspapers to provide them with the news. Now, many colonists are starting to publish their own newspapers and this new freedom is uniting the anti-British movement.

It all started on September 25, 1690 when Benjamin Harris published *Publik Occurrences, Both Forreign and Domestick.* This four-page, 6" x 10 ½" paper was banned after the first issue by the British Governor, but it demonstrated that there was interest in the formation of an American newspaper. Fourteen years later, on April 24, 1704, John Campbell began printing the *Boston News-Letter,* the first regularly published newspaper in the colonies, and the only locally-produced paper for 15 years. It was "published by authority," meaning that it had the approval of the government.

By 1721, an independent newspaper, the *New England Courant,* became the first American paper to provide readers with what they wanted, rather than with information controlled by the authorities. It offered both a more pleasing appearance and a higher literary style, including humor and personality sketches as well as editorial commentary. Its editor was James Franklin, brother of the better-known Benjamin Franklin. This paper reprinted many of the highly-acclaimed *Spectator* and *Guardian* essays from England.

After 1725, newspapers were printed throughout the colonies. Although many lasted only a few years, they provided the public with the chance to be informed about the events of the day, as well as to read the opinions of various political figures. In this way, newspapers helped to educate the colonists in addition to stirring them to action over a series of governmental injustices imposed by the British.

Maryland Gazette Publisher Early Advocate of Responsible Journalism

(1775)–Anne Catharine Green, publisher of the *Maryland Gazette* for nine years, died early this year. The only woman to publish a newspaper in these colonies, Green was an early advocate of responsible reporting.

Following the death of her husband, Jonas Green, in 1767, Anne Green was given the position of public printer by the General Assembly of the Colony of Maryland. Jonas Green originally worked for Benjamin Franklin, of the *Pennsylvania Gazette*, before moving to Annapolis with his young bride. There he took the position of public printer for the colony. In 1767 he died, leaving the entire business and several unfilled contracts to his wife. Anne fulfilled the contracts and continued to publish the weekly paper, for which a grateful General Assembly granted her the position of public printer, her husband's office, at the same salary he had received: 36,109 pounds of tobacco annually, and 48,000 pounds for years when the delegates were in session.

During the recent disputes with the British Government, Mrs. Green made an unpopular decision, suspending publication of anonymous personal attacks and reckless accusations. Her stated policy was, "Pieces brought for the Press free from personal abuse, and otherwise instructive or entertaining, are gratefully acknowledged; but whenever they shall exceed the Boundaries of Delicacy, or be replete with personal invective, the Author must expect to offer his Name."

Despite considerable protest, she continued to provide balanced reporting of events, including the proceedings of the First Continental Congress and the burning of the *Peggy Stewart* last year, and the Boston Tea Party, until her recent death.

First News Service Opens with Samuel Adams' Committees

(1772)— Samuel Adams, editor of the *Independent Advertiser* beginning in 1748, and later a regular contributor to the *Boston Gazette and Country Journal,* has organized a group of agents into Committees of Correspondence in order to keep the radical patriot movement informed of events throughout the colonies, especially in Boston and New York.

These agents "cover" every important meeting and report the news to Adams' local committee, which processes the information for dissemination as needed. This primitive news service has proved highly efficient at keeping track of the British militia as well as governmental decisions. Assisting with dissemination has been the Sons of Liberty propaganda network, which supplied the *Journal of Occurrences* of 1768 and 1769, consisting of a record of alleged events involving British troops and government actions.

'Common Sense' Becomes Quickly Popular with Colonists

(1776)— A pamphlet re-printed by many colonial newspapers was first published in January by Tom Paine, who emigrated from England scarcely one year before. His arguments were simple and grounded in basic logic, making them easy to understand and accept. Yet they were also eloquent and stimulating, for they reflected the thinking of many colonists, both the Patriots and the more conservative Whigs.

It is interesting that a significant number of the ideas expressed in *Common Sense* were incorporated into the Declaration of Independence, written and signed just six months later.

Zenger Trial Re-defines Concept of Libel and Freedom of the Press

(1766)—The right of freedom of the press was established by a 1735 New York court case in which John Peter Zenger, publisher of the *New York Weekly Journal*, was charged with "raising sedition"—a libelous act—by his criticism of the royal governor and his administration. Under existing British law, if it could be shown that a person had committed the deed with which he was charged, then he was guilty. Zenger's attorney, Andrew Hamilton, argued, however, that "the words themselves must be libelous - that is, *False, Malicious, and Seditious*— or else we are not guilty."

The jury ruled that Zenger had printed the truth and that the truth was not libelous, and cleared Zenger of the charges brought against him. Even so, it would be nearly 50 years before the colonial courts commonly accepted truth as a defense and the right of a jury to decide both the law and the facts in a case.

Last year, when Britain imposed the Stamp Act, which was a tax on paper, among other items, each of the 30 American newspapers being published at the time was required to sell a stamp along with the newspaper. The effect was to alienate editors as well as the colonists. Newspapers continued to publish; however, many refused to collect the tax, thus fueling the rebellious attitude toward the British.

Although the Stamp Act was repealed this year, newspapers are still critical of many British government policies.

Penny Press Brings News to 'Common People'

(1835)— With the appearance of the *New York Sun* on September 3, 1833, a new concept in newspapers was begun. This four-page paper, which features sensational news rather than erudite opinions, sells on the streets for a penny a copy, rather than by advance annual subscription. Thus, almost anyone can buy it, and both laborers and advertisers find it appealing. Within six months, it has reached a circulation of 8000, nearly twice that of its nearest rival. It contains a full page of advertising in addition to half a page of classifieds (including "Want Ads").

This new type of journalism has caught the fancy of people of all spectrums, including the politicians, who see it as meeting the needs of mass democracy, a growing market place ideology, and an urban society. With the papers' emphasis on emotional reporting of news events, the common people find themselves involved with the issues of the day. However, just as Jacksonian politics sometimes encourages excesses, some of these papers are willing to compromise the truth for sensationalism, if that will increase sales.

The *Sun*, founded by Benjamin H. Day, was quickly imitated in Philadelphia, Baltimore, and Boston, as well as in New York itself, with James Gordon Bennett's *New York Morning Herald* in June, 1835.

The *Herald*, however would not remain an imitator for long. By 1836, its price was two cents per copy (claiming readers were getting more for their money than they could get elsewhere). It also pioneered in developing *news* and reducing *views*. During the years, it acquired a more serious profile, and was an innovator or perfecter of financial sections, critical reviews, society sections, letters columns, and sports coverage. The *Herald* became known for aggressive news coverage, and by 1860 it would be the world's largest daily, at 77,000.

New Process Brings Public First Views of Civil War

(1865)—Mathew Brady, the well-known New York and Washington photographer and author of the landmark 1850 book, *Gallery of Illustrious Americans*, has assembled more than 3500 glass-plate photographs of the Civil War.

When the war began, Brady anticipated the public's need to see the battlefields where the horrors of war occurred. He equipped several wagons as portable darkrooms and hired young men to operate the cameras and develop the bulky 8" x 10" glass plates on the spot. Having already photographed President Lincoln on several occasions, Brady persuaded him to permit a photographic record of the war. They were permitted to go anywhere and were frequently present when the fighting started.

Although Brady did not personally operate many of the cameras, the entire project was his enterprise, and he takes credit for the work. He hired a staff of 20 "operators," whom he supervised. Alexander Gardner, Timothy O'Sullivan and George Barnard all quit in 1863 because Brady refused to give them public credit for their work. (They would go on to become some of the best-known photographers of the century.) Brady, with the glass plates vividly recording the hysteria, horror and occasional glory of the war, and a few early prints for exhibit, may find public interest quickly declining. The government shows no interest in acquiring them.

Despite his pioneering efforts at documenting the war, Brady died bankrupt and impoverished in 1896.

Two New York Papers Set High Standards for Others

(1851)— The *New York Tribune* published its first issue on April 10, 1841, and the *New York Times* on September 18 of this year. Both papers first sold for one cent a copy. They have quickly become leaders in the field.

The *Tribune* was founded by Horace Greeley, one of the most influential editors of the Nineteenth Century. By politics, he is conservative, yet he champions the causes of democracy as they could be applied to the common man. Throughout his long career as editor of the *Tribune*, Greeley has frequently advocated a position which alienated one or another segment of his public, yet he continued to enjoy one of the most loyal sets of readers in the history of American journalism.

Despite his sometimes erratic attitudes, Greeley is conscious of his responsibility to the reader, and the public senses his sincerity. He is intent on producing a better world—and a better press. Thus, despite the criticism, Greeley is read by all types of people, and employs and encourages many of the best young writers of the period. Thus he has changed the press of the masses from sensationalism to one of culture, ideals, and stimulating ideas.

The *Times* was founded by Henry J. Raymond, who had been Greeley's chief assistant in 1841, but whose personality was so different that the two could never be friends. From the beginning, Raymond has sought ways to attack Greeley, avoiding not only the sensationalism of many other papers, but also the whimsy which he feels characterizes the *Tribune*. The *Times* has quickly established a reputation as a reasonable and objective paper, solid even though aggressive. It substituted accuracy for wishful thinking, developing the technique of careful reporting based upon decency and fairness, and soon outsold even the *Tribune* within the city limits.

The *Tribune's* weekly edition, however, claims the largest circulation of any paper in the nation, at more than 200,000 copies each week.

'Yellow Journalist' Crusades for Change through Prizes

(1901)— Joseph Pulitzer, owner of the St. Louis *Post-Dispatch* and the New York *World*, has long been an advocate of independence, criticizing governmental wrongdoing, opposing fraud, advocating principles and ideas rather than prejudices and partisanship, and always upholding the truth. He founded the *Post-Dispatch* in 1878 by merging two papers and boldly advancing his policies. Within four years it was the leading evening area paper.

Although his policies have resulted in determined crusades in the public interest, they have also had a reputation for exploiting stories of murder, sex, and sin, and for sensationalizing accounts of violence. There have been exaggeration, half-truth, and humor at the expense of embarrassed citizens.

Pulitzer bought the New York *World* in 1883 and quickly attracted attention by following the same formula he had used in St. Louis. But mixed in with the sensationalism and crusades and self-promotion was good news coverage and a solid editorial policy. He pushed harder for the poor and helpless, and attempted to shock authorities into concern and action through news and editorial coverage. Throughout the 1880s, even though the number of pages increased the price to the public remained at two cents due to increases in advertising and ad rates.

In the fall of 1895, William Randolph Hearst, owner of the *San Francisco Examiner*, bought the *New York Journal* and immediately hired away the best editorial talent from the *World*. One of the first to be "bought" was a cartoonist for the Sunday supplement, who had been drawing a series featuring a boy in a yellow nightshirt. Pulitzer's *World* continued to run the cartoon, drawn by another artist, and so, briefly, there were two "versions" appearing each Sunday. The public had already nicknamed him the "Yellow Kid," and so the style of these two papers came to be called Yellow Journalism. They both campaigned vigorously against Spain from 1895 until April, 1898, when war was declared. Yet the *Journal* cared less for the truth or the facts than for the sensational nature of the story, even apparently "manufacturing" news when little or none existed.

But this year, the *World* committed itself to a new policy in which it still crusaded for the oppressed, but not at the expense of the truth. Pulitzer, who by this time has become completely blind, considered the public's need for "the whole truth" most important and emphasized the paper's responsibility to its readers both as a crusader and an accurate reporter.

It would not be known until after his death in 1911 how deep his regard for journalistic accuracy had been. In his will, he established the Pulitzer School of Journalism at Columbia University in New York, and also endowed a gift for eight annual prizes in journalism, which were to be awarded annually beginning in 1917.

Scholastic Journalism Gazette

These articles are intended to provide students with an understanding of how the press has helped to develop and also benefited from many of the freedoms all Americans enjoy. It can also be used in its straight historical context as the evolution of technology, or in a more philosophical way as the evolution of ideas and concepts (*i.e.*, views *vs.* news, advocacy *vs.* propaganda, objectivity *vs.* yellow journalism, and responsibility to one's readers).

JEA freely gives permission to reproduce this paper for use in your classes or in promoting Scholastic Journalism Week.

Facts and related data for this paper were drawn from the book *The Press and America*, fifth edition, by Edwin Emery and Michael Emery. Information regarding Anne Catharine Green came from *Smithsonian* magazine.

James Shuman (Modesto, CA) ..... editor

Breakthrough in Technology Provides Faster Presses, Improved Type, and Photographs

(1910)— With the installation of Ottmar Mergenthaler's Linotype machine in the *New York Tribune* plant in 1886, the large evening dailies could cover more news close to deadline time. The ability to set entire lines of type in a single re-usable lead slug brought many other improvements and totally revolutionized the printing world. Slugcasting machines could produce an entire line of type nearly as fast as a typist could type, creating a demand for more dependable, easier-to-read typefaces. Among these were the graceful Cheltenham and Bodoni families, both appearing soon after 1900.

The leading manufacturer of printing presses, R. Hoe & Company, had converted many of the larger presses from hand to steam power early in the nineteenth century, and from flatbed to rotary before the Civil War. Advances included curved stereotype plates, continuous rolls of newsprint, printing on both sides of the paper in one operation, automated folders, and color printing.

By the late 1890s, most of the large presses had shifted to the use of stereotyped plates and webs, enabling them to print up to 48,000 twelve-page papers in an hour. A full-color press was installed at the *New York World* in 1893.

Editors had long searched for better ways to include illustrations in their publications, and by the 1870s had settled on Zincographs, etchings produced by an artist, based upon a photograph. Still, numerous editors hoped for a way to utilize photographs directly. Frederic E. Ives, head of the photographic laboratory at Cornell University in the late 1870s, developed a way to break up masses of dark and light by changing everything to a series of dots placed at varying distances apart, which he called the halftone photoengraving process.

Although the first successful halftone in the U.S. was published in 1880, it was not until 1897 that Ives had perfected the method sufficiently for printing in the *New York Tribune*. Very quickly, the other large papers were also running halftone reproductions of photographs.

Photography develops as journalistic effort

(1912)— The science of photography was developed during the 1820s and 30s by Joseph Niépce and Louis Daguerre. With the public release of the formula by the French government on August 19, 1839, artist/scientists in both Europe and the U.S. began to explore its possibilities.

One of the first to see its journalistic uses was Mathew Brady. Other early pioneers were Eadweard Muybridge and John D. Isaacs, who in 1877 used 24 cameras to demonstrate the gait of a galloping horse. Yet it was an awkward, clumsy kind of art, using various liquid chemicals and glass plates for negatives.

Thus, when George Eastman announced the Kodak camera in 1888, using a flexible roll of dry film, another innovation occurred. Within ten years, halftone reproductions of photographs were being included in many of the major newspapers, and by the early part of this century, photographers were a part of every daily newspaper staff. The shift from art and science to journalism was unusually rapid and rewarding.

Ochs Leads Shift to Fact-Based Reporting

(1921)–By 1896 the *New York Times* was a dying newspaper. After the death of founder Henry Raymond in 1869, the *Times* endured more-or-less successfully under a series of leaders for 25 years. By the early 1890s the giant was ailing. A paid circulation of 9,000 was disguised behind a press run of 21,000, but the *Times* lagged far behind other morning dailies. In 1896 Adolph S. Ochs, of the *Chattanooga Times*, made a deal with then-owner Charles R. Miller to buy the paper.

Ochs was born in Cincinnati in 1858, and at the age of 11 began working for the *Knoxville Chronicle* as a carrier boy. He worked his way up, serving as a printer's devil for the *Chronicle* at age 14 before moving to the *Louisville Courier-Journal*. He reached the rank of assistant composition room foreman by 1875, then moved to the *Knoxville Tribune* as a typesetter. In 1876 he helped found the *Chattanooga Dispatch*, which faltered after a few months, but Ochs was committed to building a successful paper there.

Securing a loan, in 1878 he bought the *Chattanooga Times* for $250.00. He promised to provide all the local news, the latest telegraph news, and all available commercial news. He built a network of correspondents in the South, bought new presses, published a weekly edition, a trade journal for southern industrialists, an agricultural journal, and a religious newspaper. His editorials called for nonpartisan city government, civic improvements, schools, and a University. When the *Times* hit financial trouble in 1892, Ochs bought the *New York Times* in 1896 to generate new funds.

Ochs lacked the capital for an outright purchase, so he arranged a deal which would give him control of the paper in four years if he could turn it around. His experience with the *Chattanooga Times* served him well in the reorganization of the *Times*. Here he promised all the news with the greatest possible speed; impartial coverage; and a forum for consideration of all questions of public importance. He chose as his motto "All the news that's fit to print."

Typography and mechanics were improved, and new coverage was added. He printed a list of out-of-town buyers in the city, a daily listing of real estate transactions, daily and weekly stock reports, court records and cases, book reviews, letters to the editor, and editorials. Ad linage passed the *Tribune* the first year, and the *Times* was the first major paper to use telephone solicitations. In 1898, with circulation at 25,000, Ochs took the rad-ical step of cutting prices to raise circulation. Daily issues dropped from 3¢ to 1¢, and by 1899 circulation had risen to 75,000; by 1901 it had topped 100,000. Ad sales doubled in two years, and Ochs gained control under the terms of his agreement.

Ochs' commitment to excellence continued, with construction of the $2.5 million Times Building in 1904 and the introduction of the wireless telegraph in 1907. He later added the moving electronic news bulletins to the Times Building, helping make the paper a New York institution. His managing editor, Carr Van Anda, built a world wide network of correspondents, and their coverage of World War I helped to catapult the *Times* to major stature. During the war, the *Times* printed the text of government documents and speeches, making it the leading reference newspaper for librarians, scholars and government officials. This war reporting climaxed with the publication of the text of the Versailles Treaty. Today, circulation has risen to 330,000 daily and more than 500,000 for Sunday, and advertising linage has increased tenfold.

'Funny Papers' Charm Readers

(1939)—Humorous-panel artists proliferated after Richard F. Outcault's "Yellow Kid" in 1896. Rudolph Dirks' "Katzenjammer Kids" was the longest-lived of all American comics, running from 1897 to 1980, but many others were also originated in the early days and are still remembered affectionately.

These comic strips were designed for the Sunday papers, and began to appear in color as early as the late 1890s. Arising as major competitors in the comic-strip business by the end of World War I were the Hearst-owned King Features Syndicate and the United Features combine. Included are "Bringing Up Father," 1912; "Barney Google," 1919; "Gasoline Alley," 1919; Olive Oyl and Popeye, 1919; "Moon Mullins," 1923; Rube Goldberg's "Boob McNutt," 1924; "Little Orphan Annie," 1924; and "Blondie," 1930.

The continuing story strip was first introduced with "Andy Gump" in 1917, and was developed into the action story with "Tarzan" in 1929, "Dick Tracy" and "Joe Palooka" in 1931, and "Terry and the Pirates" in 1934. "Buck Rogers" began in 1929 and "Superman" in 1939.

Rise of Tabloids Brings Era of 'Jazz Journalism'

(1933)— With the close of World War I, a new cycle of journalistic sensationalism began. Similar to the penny press of the 1830s and the new journalism of the 1890s, this wave of sensationalism found the right conditions and an untapped audience ready for such an appeal.

Like the earlier periods, this wave of sensationalism affected all of the press before it subsided, and resulted in a more substantial form of journalism once it was over. However, this era was accompanied by the use of two techniques that identify the period: a tabloid-style format and extensive use of photography.

The 1920s have become known as the decade of Jazz Journalism, and subsequent years have seen a marked increase of emphasis on the techniques of interpretive reporting.

Although small-sized newspapers had been common throughout much of the eighteenth and ninetheenth centuries, the tabloids of this era owe their size and style to England. In 1903 Alfred C. Harmsworth began the *Daily Mirror* as a newspaper for women, but soon converted it into a "half-penny illustrated." By 1909, its circulation had reached a million copies, other British newspapers jumped into the field.

In New York, the *Illustrated Daily News* began publishing on June 26, 1919. Within a few months, it became the *New York Daily News*, but it struggled for several more months before editor Joseph Medill Patterson found his circulation niche with the immigrant and poorly-educated citizens, who appreciated the heavy emphasis on large photographs and brief, sensationalized stories.

By 1921 the *Daily News* became second in circulation to Hearst's *Evening Journal*, and in 1924 the *News* became America's most widely circulated newspaper. That year brought heavy competition in the form of Hearst's *Mirror*, and a new paper begun by Bernarr Macfadden, the *Daily Graphic*. It was the *Graphic* which set out to see just how sensational and lurid it could be, resulting in an battle that has been characterized as "gutter journalism."

The climax of the war of the tabloids was 1926–1928. Not content with reporting such scandalous events as nude dancing girls in a bathtub of champagne, or the antics of a wealthy real-estate man and his 15-year-old bride, editors dug up unresolved murders and pushed for trial.. Although one ended in acquittal and a suit for libel, another ended with a woman sentenced to execution in the electric chair at Sing Sing.

Although the *Graphic* covered her last thoughts before execution, it was the *News* that had the last word, by ignoring the prohibition on photography and sending in a photographer with a tiny camera strapped to his ankle to take a picture just after the current was turned on. the resulting touched-up full-page shot sold an extra 250,000 papers!